

At the request of Mr. ROBB his name was added as a cosponsor of amendment No. 40 proposed to S. 280, *supra*.

At the request of Mr. NICKLES his name was added as a cosponsor of amendment No. 40 proposed to S. 280, *supra*.

SENATE CONCURRENT RESOLUTION 16—EXPRESSING THE SENSE OF CONGRESS THAT THE GOVERNMENT NATIONAL MORTGAGE ASSOCIATION GUARANTY FEE SHOULD NOT BE INCREASED TO PROVIDE INCREASED REVENUES

Mr. GRAMS (for himself and Mr. GORTON) submitted the following concurrent resolution; which was referred to the Committee on Banking, Housing, and Urban Affairs.

S. CON. RES. 16

Whereas the Government National Mortgage Association, known as Ginnie Mae, was established as a wholly owned corporation of the United States to facilitate the worldwide sale of investment securities backed by mortgages insured or guaranteed by the Federal Housing Administration (FHA) or the Veterans Administration (VA), which is now the Department of Veterans Affairs;

Whereas Ginnie Mae assesses a fee to lenders issuing such securities and notes for the guaranty, by Ginnie Mae, of the timely payment to investors of principal and interest of the securities and notes;

Whereas the guaranty fee currently charged by Ginnie Mae, at a rate of 6 basis points, has produced significant net revenue for the Federal Government each year;

Whereas Ginnie Mae is actuarially sound and its reserves are sufficient to protect the taxpayers of the United States from any loss;

Whereas the cost of home ownership is increasing, thereby making the dream of home ownership unattainable for many families in the United States;

Whereas FHA and VA loans are used primarily by first-time and minority homeowners to achieve the dream of home ownership;

Whereas Congress should seek to eliminate barriers to affordable housing and reduce the costs of home ownership; and

Whereas proposals to increase the Ginnie Mae guaranty fee above the current rate, if enacted, would constitute a tax on home ownership, would increase the costs of owning a home, and would ultimately deny many Americans the opportunity to own a home; Now, therefore, be it

Resolved by the Senate (the House of Representatives concurring), That it is the sense of the Congress that any increase in the guaranty fee assessed by the Government National Mortgage Association above the rate currently in effect constitutes an unnecessary and unwarranted tax on home ownership that cannot be justified as sound public policy or as necessary for financial soundness of the Government National Mortgage Association and, therefore, should not be used to provide increased revenues for the Federal Government to offset other expenditures.

Mr. GRAMS. Mr. President, today I am submitting a Senate Concurrent Resolution expressing the sense of the

Congress that guaranty fees charged by the Government National Mortgage Association—or Ginnie Mae—should not be increased as a means of offsetting additional Federal spending. I am pleased that my colleague from Washington, Senator GORTON, is joining me in submitting this resolution.

As the Federal budget process proceeds over the next few months, there will inevitably be attempts to manipulate revenues to fund pet projects. Unfortunately, what Washington calls revenues, Americans call taxes. This resolution serves notice that taxes on American homebuyers—in this case through higher fees on the securities used to fund the loans—should not be used to fund general government.

I am pleased that a companion resolution—H. Con. Res. 10—has been introduced in the House. I urge my colleagues to join in expressing their sense that increased taxes on homebuyers to fund general government spending are inappropriate, and I invite my colleagues to add their name to this resolution.

AMENDMENTS SUBMITTED

EDUCATION FLEXIBILITY PARTNERSHIP ACT OF 1999

WELLSTONE AMENDMENTS NOS. 41–42

(Ordered to lie on the table.)

Mr. WELLSTONE submitted two amendments intended to be proposed by him to amendment No. 31 proposed by Mr. JEFFORDS to the bill (S. 280) to provide for education flexibility partnerships; as follows:

AMENDMENT No. 41

On page 3, between lines 15 and 16, insert the following:

(8)(A) Part A of title I of the Elementary and Secondary Education Act of 1965 is intended to provide supplementary educational services to low achieving children attending schools with relatively high concentrations of students from low income families.

(B) Other than fiscal year 1966, Congress has never passed legislation that provided the maximum funding authorized to carry out such part.

(C) The fiscal year 1999 appropriation for such part is less than half of the level required to fund such part of the maximum authorized level.

(D) By funding such part at the maximum authorized level, the Federal Government will provide more assistance for disadvantaged children than the Federal Government did for fiscal year 1999.

(E) The Senate is committed to funding such part at the maximum authorized level.

AMENDMENT No. 42

On page 15, between lines 2 and 3, insert the following:

(F) local and state plans, use of funds, and accountability, under the Carl D. Perkins Vocational and Technical Education Act of 1998, except to permit the formation of secondary and post-secondary consortia.

WELLSTONE (AND OTHERS) AMENDMENT NO. 43

(Ordered to lie on the table.)

Mr. WELLSTONE (for himself, Mr. REED, and Mr. KENNEDY) submitted an amendment intended to be proposed by them to amendment No. 31 proposed by Mr. JEFFORDS to the bill, S. 280, *supra*; as follows:

On page 15, between lines 2 and 3, insert the following:

“(F) Sections 1114b and 1115c of Title I of the Elementary and Secondary Education Act of 1965;”.

TORRICELLI AMENDMENTS NOS. 44–45

(Ordered to lie on the table.)

Mr. TORRICELLI submitted two amendments intended to be proposed by him to amendment No. 31 proposed by Mr. JEFFORDS to the bill, S. 280, *supra*; as follows:

AMENDMENT No. 44

At the end, add the following:

SEC. 01. DEMONSTRATION GRANTS.

(a) FINDINGS.—Congress finds that—

(1) the length of the academic year at most elementary and secondary schools in the United States consists of approximately 175 to 180 academic days, while the length of the academic years at elementary and secondary schools in a majority of the other industrialized countries consists of approximately 190 to 240 academic days;

(2) eighth-grade students from the United States have scored lower, on average, in mathematics than students in Japan, France, and Canada;

(3) various studies indicate that extending the length of the academic year at elementary and secondary schools results in a significant increase in actual student learning time, even when much of the time in the extended portion of the academic year is used for increased teacher training and increased parent-teacher interaction;

(4) in the final 4 years of schooling, students in schools in the United States are required to spend a total of 1,460 hours on core academic subjects, which is less than half of the 3,528 hours so required in Germany, the 3,280 hours so required in France, and the 3,170 hours so required in Japan;

(5) American students' lack of formal schooling is not counterbalanced with more homework as only 29 percent of American students report spending at least 2 hours on homework per day compared to half of all European students;

(6) extending the length of the academic year at elementary and secondary schools will lessen the need for review, at the beginning of an academic year, of course material covered in the previous academic year; and

(7) in 1994, the Commission on Time and Learning recommended that school districts keep schools open longer to meet the needs of children and communities.

(b) DEMONSTRATION GRANTS AUTHORIZED.—

(1) IN GENERAL.—The Secretary of Education, from amounts appropriated under subsection (d) for a fiscal year, shall award demonstration grants to local educational agencies to—

(A) enable the local educational agencies to extend the length of the school year to 210 days;

(B) study the feasibility of an effective method for extending learning time within

or beyond the school day or year, including consultation with other schools or local educational agencies that have designed or implemented extended learning time programs;

(C) conduct outreach to and consult with community members, including parents, students, and other stakeholders, such as tribal leaders, to develop a plan to extend learning time within or beyond the school day or year; and

(D) research, develop, and implement strategies, including changes in curriculum and instruction, for maximizing the quality and percentage of common core learning time in the school day and extending learning time during or beyond the school day or year.

(2) DEFINITION.—In this section, the term “common core learning time” means high-quality, engaging instruction in challenging content in the core academic subjects of English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

(c) APPLICATION.—A local educational agency desiring a grant under this section shall submit an application to the Secretary of Education at such time, in such manner, and accompanied by such information as the Secretary may require. Each application shall describe—

(1) the activities for which assistance is sought;

(2) any study or other information-gathering project for which funds will be used;

(3) the strategies and methods the applicant will use to enrich and extend learning time for all students and to maximize the percentage of common core learning time in the school day, such as block scheduling, team teaching, longer school days or years, and extending learning time through new distance-learning technologies.

(4) the strategies and methods the applicant will use, including changes in curriculum and instruction, to challenge and engage students and to maximize the productivity of common core learning time, as well as the total time students spend in school and in school-related enrichment activities;

(5) the strategies and methods the applicant intends to employ to provide continuing financial support for the implementation of any extended school day or school year;

(6) with respect to any application seeking assistance for activities described in subsection (b)(1)(A), a description of any feasibility or other studies demonstrating the sustainability of a longer school year;

(7) the extent of involvement of teachers and other school personnel in investigating, designing, implementing and sustaining the activities assisted under this part;

(8) the process to be used for involving parents and other stakeholders in the development and implementation of the activities assistance under this section;

(9) any cooperation or collaboration among public housing authorities, libraries, businesses, museums, community-based organizations, and other community groups and organizations to extend engaging, high-quality, standards-based learning time outside of the school day or year, at the school or at some other site;

(10) the training and professional development activities that will be offered to teachers and others involved in the activities assisted under this section;

(11) the goals and objectives of the activities assisted under this section, including a description of how such activities will assist all students to reach State standards;

(12) the methods by which the applicant will assess progress in meeting such goals and objectives; and

(13) how the applicant will use funds provided under this section in coordination with funds provided under other Federal laws.

(d) DURATION.—A grant under this section shall be awarded for a period of 3 years.

(e) AUTHORIZATION OF APPROPRIATIONS.—

(1) IN GENERAL.—There are authorized to be appropriated to carry out this section \$50,000,000 for each of the fiscal years 2000 through 2004.

(2) USE OF FUNDS.—The Secretary of Education shall use not less than 70 percent of the amount appropriated for each fiscal year under paragraph (1) to award grants to applicants that want to extend the school year to at least 210 days.

AMENDMENT NO. 45

At the end, add the following:

TITLE —TEACHER QUALITY ENHANCEMENT AND INCENTIVE PROGRAM

SEC. 01. PURPOSE.

The purpose of this title is—

(1) to encourage the best and brightest candidates to teach in public elementary and secondary schools serving disadvantaged populations; and

(2) to encourage high achieving candidates to enter the teaching profession who would otherwise not consider a career in teaching.

SEC. 02. GRANTS AUTHORIZED.

(a) IN GENERAL.—The Secretary is authorized to award grants to 50 local educational agencies for a fiscal year to enable the local educational agencies to award bonuses to highly qualified individuals who agree to teach in elementary schools or secondary schools that are served by the local educational agency and located in high poverty areas, for a period of not less than 4 years.

(b) LOCAL EDUCATIONAL AGENCY ELIGIBILITY.—A local educational agency shall be eligible for a grant under this title if not less than 40 percent of children in the schools served by the local educational agency are eligible to be counted under section 1124(c) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6333(c)).

(c) AMOUNT.—Grants under this section shall be awarded in the amount of \$300,000.

(d) BONUSES NOT TAXED.—For purposes of the Internal Revenue Code of 1986, a bonus awarded under this title shall not be includable in the gross income of the individual awarded the bonus.

(e) COLLABORATION.—The Secretary shall collaborate with local educational agencies, local boards of education, and local offices of student financial assistance in carrying out the program assisted under this section.

(f) DEFINITION.—The definitions in section 14101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801) shall apply to this title.

SEC. 03. LOCAL REQUIREMENTS.

(a) LOCAL USES.—Each local educational agency receiving a grant under this title shall use the funds made available under this title to—

(1) award bonuses to highly qualified individuals who agree to teach in elementary schools or secondary schools in which at least 40 percent of the children are eligible to be counted under section 1124(c) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6333(c));

(2) award the bonuses to not more than 40 highly qualified individuals for a fiscal year on a competitive basis taking into consideration—

(A) objective measures such as test scores, grade point average or class rank, and such other criteria as the local educational agency may determine appropriate; and

(B) recommendations received under subsection (c); and

(3) award the bonuses in the amount of \$15,000 with \$7,500 paid after the first year of such teaching and \$7,500 paid after the second year of such teaching.

(b) PROHIBITION.—Each local educational agency receiving a grant under this title shall not use the grant funds to offset the salary of a teacher awarded a bonus under this title.

(c) RECOMMENDATIONS.—Each local educational agency receiving a grant under this title shall establish a system for receiving a limited number of recommendations from institutions of higher education for individuals to receive bonus awards under this title.

SEC. 04. ELIGIBILITY.

To be eligible to receive a bonus award under this title an individual—

(1) shall enter into an agreement with the local educational agency to work in a school described in section 03(1) for not less than 4 years or repay the bonus in accordance with section 06;

(2) shall pass all State certification examinations required to teach in an elementary school or secondary school in the State;

(3) shall have graduated with a 3.5 grade point average from an institution of higher education, or have graduated in the top 15 percent of the individual's graduating class at an institution of higher education, with a bachelor's degree;

(4) shall submit an application to the local educational agency in accordance with section 05(a).

SEC. 05. APPLICATIONS; NOTIFICATION.

(a) APPLICATION.—Each individual desiring a bonus award under this title shall submit an application to a local educational agency not later than January 15 of each year containing such information as the local educational agency may require.

(b) NOTIFICATION.—A local educational agency shall notify individuals of their bonus awards by May 1 of each year.

SEC. 06. REPAYMENT.

Each individual who receives a bonus award under this title and does not comply with the terms of the agreement described in section 04(1) within 6 years of receiving the first bonus award payment under this title, without an excuse that is acceptable to the local educational agency, shall repay to the local educational agency the amount of the bonus awards received plus interest. Repayment shall begin not later than 2 years after the local educational agency determines the individual is in noncompliance with the agreement.

SEC. 07. AUTHORIZATION OF APPROPRIATIONS.

There is authorized to be appropriated to carry out this title \$15,000,000 for each of the fiscal years 2000 and 2001.

REED (AND OTHERS) AMENDMENT NO. 46

(Ordered to lie on the table.)

Mr. REED (for himself, Mr. KENNEDY, Mr. DODD, and Mr. WELLSTONE) submitted an amendment intended to be proposed by them to amendment No. 31 proposed by Mr. JEFFORDS to the bill, S. 280, supra; as follows:

On page 13, line 14, strike “and”.

On page 13, line 15, strike "all interested" and insert "parents, educators, and all other interested".

On page 13, line 17, strike the period and insert ":", shall provide that opportunity in accordance with any applicable State law specifying how the comments may be received, shall make the comments received available for public review, and shall submit the comments with the agency's application to the Secretary or the State educational agency, as appropriate."

BOND AMENDMENT NO. 47

(Ordered to lie on the table.)

Mr. BOND submitted an amendment intended to be proposed by him to amendment No. 31 proposed by Mr. JEFFORDS to the bill, S. 280, supra; as follows:

At the end, add the following new title:

TITLE —DIRECT CHECK FOR EDUCATION ACT

SEC. 1. SHORT TITLE.

This title may be cited as the "Direct Check for Education Act".

SEC. 2. FINDINGS.

Congress finds that—

- (1) education should be a national priority but must remain a local responsibility;
- (2) the Federal Government's regulations and involvement often create barriers and obstacles to local creativity and reform;
- (3) parents, teachers, and local school districts must be allowed and empowered to set local education priorities; and
- (4) schools and education professionals must be accountable to the people and children served.

SEC. 3. DEFINITIONS.

In this title:

(1) **LOCAL EDUCATIONAL AGENCY.**—The term "local educational agency" has the meaning given the term in section 14101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801).

(2) **SECRETARY.**—The term "Secretary" means the Secretary of Education.

(3) **STATE.**—The term "State" means each of the several States of the United States, the District of Columbia, the Commonwealth of Puerto Rico, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, the United States Virgin Islands, the Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau.

SEC. 4. DIRECT AWARDS TO LOCAL EDUCATIONAL AGENCIES.

(a) **DIRECT AWARDS.**—From amounts appropriated under subsection (b) and not used to carry out subsection (c), the Secretary shall make direct awards to local educational agencies in amounts determined under subsection (e) to enable the local educational agencies to support programs or activities, for kindergarten through grade 12 students, that the local educational agencies determine to be appropriate.

(b) **AUTHORIZATION OF APPROPRIATIONS.**—There are authorized to be appropriated to carry out this title \$3,500,000,000 for each of the fiscal years 2000 and 2001, \$4,000,000,000 for each of the fiscal years 2002 and 2003, and \$5,000,000,000 for fiscal year 2004.

(c) **MULTIYEAR AWARDS.**—The Secretary shall use funds appropriated under subsection (b) for each fiscal year to continue to make payments to eligible recipients pursuant to any multiyear award made prior to the date of enactment of this Act under the

provisions of law repealed under subsection (d). The payments shall be made for the duration of the multiyear award.

(d) **REPEALS.**—The following provisions of law are repealed:

(1) The Goals 2000: Educate America Act (20 U.S.C. 5801 et seq.).

(2) Section 307 of the Department of Education Appropriations Act, 1999.

(3) Title III of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6801 et seq.).

(4) Part B of title VI of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7331 et seq.).

(5) Part A of title X of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8001 et seq.).

(6) The School-to-Work Opportunities Act of 1994 (20 U.S.C. 6101 et seq.).

(e) **DETERMINATION OF AMOUNT.**—

(1) **PER CHILD AMOUNT.**—The Secretary, using the information provided under subsection (f), shall determine a per child amount for a year by dividing the total amount appropriated under subsection (b) for the year, by the average daily attendance of kindergarten through grade 12 students in all States for the preceding year.

(2) **LOCAL EDUCATIONAL AGENCY AWARD.**—The Secretary, using the information provided under subsection (f), shall determine the amount provided to each local educational agency under this section for a year by multiplying—

(A) the per child amount determined under paragraph (1) for the year; by

(B) the average daily attendance of kindergarten through grade 12 students that are served by the local educational agency for the preceding year.

(f) **CENSUS DETERMINATION.**—

(1) **IN GENERAL.**—Not later than December 1 of each year, each local educational agency shall conduct a census to determine the average daily attendance of kindergarten through grade 12 students served by the local educational agency.

(2) **SUBMISSION.**—Not later than March 1 of each year, each local educational agency shall submit the number described in paragraph (1) to the Secretary.

(g) **PENALTY.**—If the Secretary determines that a local educational agency has knowingly submitted false information under subsection (f) for the purpose of gaining additional funds under this section, then the local educational agency shall be fined an amount equal to twice the difference between the amount the local educational agency received under this section, and the correct amount the local educational agency would have received under this section if the agency had submitted accurate information under subsection (f).

(h) **DISBURSAL.**—The Secretary shall disburse the amount awarded to a local educational agency under this title for a fiscal year not later than July 1 of that year.

SEC. 5. AUDIT.

(a) **IN GENERAL.**—The Secretary may conduct audits of the expenditures of local educational agencies under this title to ensure that the funds made available under this title are used in accordance with this title.

(b) **SANCTIONS AND PENALTIES.**—If the Secretary determines that the funds made available under section 4 were not used in accordance with section 4(a), the Secretary may use the enforcement provisions available to the Secretary under part D of the General Education Provisions Act (20 U.S.C. 1234 et seq.).

MURKOWSKI AMENDMENT NO. 48

(Ordered to lie on the table.)

Mr. MURKOWSKI submitted an amendment intended to be proposed by him to amendment No. 31 proposed by Mr. JEFFORDS to the bill, S. 280, supra; as follows:

At the end, add the following:

TITLE —SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

SEC. 1. DEFINITIONS.

Section 4131 of the Safe and Drug-Free Schools and Communities Act of 1994 (20 U.S.C. 7141) is amended by adding at the end the following:

"(7) **ABUSE.**—The term 'abuse', used with respect to an inhalant, means the intentional breathing of gas or vapors from the inhalant with the purpose of achieving an altered state of consciousness.

"(8) **DRUG.**—The term 'drug' includes a substance that is an inhalant, whether or not possession or use of the substance is legal.

"(9) **INHALANT.**—The term 'inhalant' means a product that—

"(A) may be a legal, commonly available product; and

"(B) has a useful purpose but can be abused, such as spray paint, glue, gasoline, correction fluid, furniture polish, a felt tip marker, pressurized whipped cream, an air freshener, butane, or cooking spray.

"(10) **USE.**—The term 'use', used with respect to an inhalant, means abuse of the inhalant."

SEC. 2. FINDINGS.

Section 4002 of such Act (20 U.S.C. 7102) is amended—

(1) in paragraph (2), by inserting "and the abuse of inhalants," after "other drugs";

(2) in paragraph (5), by striking "and the illegal use of alcohol and drugs" and inserting "the illegal use of alcohol and drugs, and the abuse of inhalants";

(3) in paragraph (7), by striking "and tobacco" each place it appears and inserting "tobacco, and inhalants";

(4) in paragraph (9), by striking "and illegal drug use" and inserting "illegal drug use, and inhalant abuse"; and

(5) by adding at the end the following:

"(11)(A) The number of children using inhalants has doubled in the last 10 years. Inhalants are the third most abused class of substances by children age 12 through 14 in the United States, behind alcohol and tobacco. One of 5 students in the United States has tried inhalants by the time the student has reached the 8th grade.

"(B) Inhalant vapors react with fatty tissues in the brain, literally dissolving the tissues. A single use of inhalants can cause instant and permanent brain, heart, kidney, liver, and other organ damage. The user of an inhalant can suffer from Sudden Sniffing Death Syndrome, which can cause a user to die the first, tenth, or hundredth time the user uses an inhalant.

"(C) Because inhalants are legal, education on the dangers of inhalant abuse is the most effective method of preventing the abuse."

SEC. 3. PURPOSE.

Section 4003 of such Act (20 U.S.C. 7103) is amended, in the matter preceding paragraph (1), by inserting "and abuse of inhalants" after "and drugs".

SEC. 4. GOVERNOR'S PROGRAMS.

Section 4114(c)(2) of such Act (20 U.S.C. 7114(c)(2)) is amended by inserting "(including inhalant abuse education)" after "drug and violence prevention".

SEC. 5. DRUG AND VIOLENCE PREVENTION PROGRAMS.

Section 4116 of such Act (20 U.S.C. 7116) is amended—

(1) in subsection (a)(1)(A), by inserting “, and the abuse of inhalants,” after “illegal drugs”; and

(2) in subsection (b)—

(A) in paragraph (1)—

(i) by inserting “and the abuse of inhalants” after “use of illegal drugs”; and

(ii) by inserting “and abuse inhalants” after “use illegal drugs”; and

(B) in paragraph (2)—

(i) in the matter preceding subparagraph (A), by inserting “(including age appropriate inhalant prevention programs for all students, from the preschool level through grade 12)” after “drug prevention”; and

(ii) in subparagraph (C), by inserting “and inhalant abuse” after “drug use”.

SEC. 6. FEDERAL ACTIVITIES.

Section 4121(a) of such Act (20 U.S.C. 7131(a)) is amended, in the first sentence, by striking “illegal use of drugs” and inserting “illegal use of drugs, the abuse of inhalants,”.

SEC. 7. GRANTS TO INSTITUTIONS OF HIGHER EDUCATION.

Section 4122(a)(1) of such Act (20 U.S.C. 7132(a)(1)) is amended by striking “the illegal use of alcohol and other drugs” and inserting “the illegal use of alcohol and other drugs, and the abuse of inhalants,”.

SEC. 8. MATERIALS.

Section 4132(a) of such Act (20 U.S.C. 7142(a)) is amended by striking “illegal use of alcohol and other drugs” and inserting “illegal use of alcohol and other drugs and the abuse of inhalants”.

FEINSTEIN AMENDMENT NO. 49

(Ordered to lie on the table.)

Mrs. FEINSTEIN submitted an amendment intended to be proposed by her to amendment No. 31 proposed by Mr. JEFFORDS to the bill, S. 280, supra; as follows:

At the end, add the following:

TITLE —STUDENT ACHIEVEMENT**SEC. 01. SHORT TITLE.**

This title may be cited as the “Student Achievement Act of 1999”.

SEC. 02. REMEDIAL EDUCATION.

(a) GRANTS AUTHORIZED.—The Secretary is authorized to award grants to high need, low-performing local educational agencies to enable the local educational agencies to carry out remedial education programs that enable kindergarten through grade 12 students who are failing or are at risk of failing to meet State achievement standards in the core academic curriculum.

(b) USE OF FUNDS.—Grant funds awarded under this section may be used to provide prevention and intervention services and academic instruction, that enable the students described in subsection (a) to meet challenging State achievement standards in the core academic curriculum, such as—

(1) implementing early intervention strategies that identify and support those students who need additional help or alternative instructional strategies;

(2) strengthening learning opportunities in classrooms by hiring certified teachers to reduce class sizes, providing high quality professional development, and using proven instructional practices and curriculum aligned to State achievement standards;

(3) providing extended learning time, such as after-school and summer school; and

(4) developing intensive instructional intervention strategies for students who fail to meet the State achievement standards.

(c) APPLICATIONS.—Each local educational agency desiring to receive a grant under this section shall submit an application to the Secretary. Each application shall contain—

(1) an assurance that the grant funds will be used in accordance with subsection (b); and

(2) a detailed description of how the local educational agency will use the grant funds to help students meet State achievement standards in the core academic curriculum by providing prevention and intervention services and academic instruction to students who are most at risk of failing to meet the State achievement standards.

(d) CONDITIONS FOR RECEIVING FUNDS.—A local educational agency shall be eligible to receive a grant under this section if the local educational agency or the State educational agency—

(1) adopts a policy prohibiting the practice of social promotion;

(2) requires that all kindergarten through grade 12 students meet State achievement standards in the core academic curriculum at key transition points (to be determined by the State), such as 4th, 8th, 12th grades, before promotion to the next grade level;

(3) uses tests validated for these purposes and other indicators to assess student performance in meeting the State achievement standards, such as tests, grades and teacher evaluations; and

(4) has substantial numbers of students who are low-performing students.

(e) DEFINITIONS.—In this section:

(1) CORE ACADEMIC CURRICULUM.—The term “core academic curriculum” means curriculum in subjects such as reading and writing, language arts, mathematics, social sciences (including history), and science.

(2) LOCAL EDUCATIONAL AGENCY.—The term “local educational agency” has the meaning given the term in section 14101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801).

(3) PRACTICE OF SOCIAL PROMOTION.—The term “practice of social promotion” means a formal or informal practice of promoting a student from the grade for which the determination is made to the next grade when the student fails to meet the State achievement standards in the core academic curriculum. The term does not include decisions made for children with disabilities consistent with the requirements of section 601 et seq. of the Individuals with Disabilities Education Act (20 USC 1401 et seq.).

(4) SECRETARY.—The term “Secretary” means the Secretary of Education.

(f) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this section \$500,000,000 for each of the fiscal years 2000 through 2004.

**MURRAY (AND KENNEDY)
AMENDMENT NO. 50**

(Ordered to lie on the table.)

Mrs. MURRAY (for herself and Mr. KENNEDY) submitted an amendment intended to be proposed by them to amendment No. 31 proposed by Mr. JEFFORDS to the bill, S. 280, supra; as follows:

At the end of the amendment, add the following:

SEC. . CLASS SIZE REDUCTION.

Title VI of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7301 et seq.)

is amended by adding at the end the following:

“PART E—CLASS SIZE REDUCTION**“SEC. 6601. SHORT TITLE.**

“This part may be cited as the ‘Class Size Reduction and Teacher Quality Act of 1999’.

“SEC. 6602. FINDINGS.

“Congress finds as follows:

“(1) Rigorous research has shown that students attending small classes in the early grades make more rapid educational progress than students in larger classes, and that these achievement gains persist through at least the elementary grades.

“(2) The benefits of smaller classes are greatest for lower achieving, minority, poor, and inner-city children. One study found that urban fourth-graders in smaller-than-average classes were $\frac{3}{4}$ of a school year ahead of their counterparts in larger-than-average classes.

“(3) Teachers in small classes can provide students with more individualized attention, spend more time on instruction and less on other tasks, cover more material effectively, and are better able to work with parents to further their children’s education.

“(4) Smaller classes allow teachers to identify and work more effectively with students who have learning disabilities and, potentially, can reduce those students’ need for special education services in the later grades.

“(5) Students in smaller classes are able to become more actively engaged in learning than their peers in large classes.

“(6) Efforts to improve educational achievement by reducing class sizes in the early grades are likely to be more successful if—

“(A) well-prepared teachers are hired and appropriately assigned to fill additional classroom positions; and

“(B) teachers receive intensive, continuing training in working effectively in smaller classroom settings.

“(7) Several States have begun a serious effort to reduce class sizes in the early elementary grades, but these actions may be impeded by financial limitations or difficulties in hiring well-prepared teachers.

“(8) The Federal Government can assist in this effort by providing funding for class-size reductions in grades 1 through 3, and by helping to ensure that the new teachers brought into the classroom are well prepared.

“SEC. 6603. PURPOSE.

“The purpose of this part is to help States and local educational agencies recruit, train, and hire 100,000 additional teachers over a 7-year period in order to—

“(1) reduce class sizes nationally, in grades 1 through 3, to an average of 18 students per classroom; and

“(2) improve teaching in the early grades so that all students can learn to read independently and well by the end of the third grade.

“SEC. 6604. PROGRAM AUTHORIZED.

“(a) AUTHORIZATION OF APPROPRIATIONS.—For the purpose of carrying out this part, there are authorized to be appropriated, \$1,400,000,000 for fiscal year 2000, \$1,500,000,000 for fiscal year 2001, \$1,700,000,000 for fiscal year 2002, \$1,735,000,000 for fiscal year 2003, \$2,300,000,000 for fiscal year 2004, and \$2,800,000,000 for fiscal year 2005.

“(b) ALLOTMENTS.—

“(1) IN GENERAL.—From the amount appropriated under subsection (a) for a fiscal year the Secretary—

“(A) shall make a total of 1 percent available to the Secretary of the Interior (on behalf of the Bureau of Indian Affairs) and the outlying areas for activities that meet the purpose of this part; and

“(B) shall allot to each State the same percentage of the remaining funds as the percentage it received of funds allocated to States for the previous fiscal year under section 1122 or section 2202(b), whichever percentage is greater, except that such allotments shall be ratably decreased as necessary.

“(2) DEFINITION OF STATE.—In this part the term “State” means each of the several States of the United States, the District of Columbia and the Commonwealth of Puerto Rico.

“(3) STATE-LEVEL EXPENSES.—Each State may use not more than a total of $\frac{1}{2}$ of 1 percent of the amount the State receives under this part, or \$50,000, whichever is greater, for a fiscal year, for the administrative costs of the State educational agency.

“(c) WITHIN STATE DISTRIBUTION.—

“(1) IN GENERAL.—Each State that receives an allotment under this section shall distribute the amount of the allotted funds that remain after using funds in accordance with subsection (b)(3) to local educational agencies in the State, of which—

“(A) 80 percent of such remainder shall be allocated to such local educational agencies in proportion to the number of children, aged 5 to 17, who reside in the school district served by such local educational agency and are from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) applicable to a family of the size involved) for the most recent fiscal year for which satisfactory data is available compared to the number of such individuals who reside in the school districts served by all the local educational agencies in the State for that fiscal year, except that a State may adjust such data, or use alternative child-poverty data, to carry out this subparagraph if the State demonstrates to the Secretary's satisfaction that such adjusted or alternative data more accurately reflects the relative incidence of children living in poverty within local educational agencies in the State; and

“(B) 20 percent of such remainder shall be allocated to such local educational agencies in accordance with the relative enrollments of children, aged 5 to 17, in public and private nonprofit elementary schools and secondary schools in the school districts within the boundaries of such agencies.

“(2) AWARD RULE.—Notwithstanding paragraph (1), if the award to a local educational agency under this section is less than the starting salary for a new teacher in that agency, the State shall not make the award unless the local educational agency agrees to form a consortium with not less than 1 other local educational agency for the purpose of reducing class size.

“SEC. 6605. USE OF FUNDS.

“(a) IN GENERAL.—Each local educational agency that receives funds under this part shall use such funds to carry out effective approaches to reducing class size with highly qualified teachers to improve educational achievement for both regular and special-needs children, with particular consideration given to reducing class size in the early elementary grades for which some research has shown class size reduction is most effective.

“(b) CLASS REDUCTION.—

“(1) IN GENERAL.—Each such local educational agency may pursue the goal of reducing class size through—

“(A) recruiting, hiring, and training certified regular and special education teachers and teachers of special-needs children, including teachers certified through State and local alternative routes;

“(B) testing new teachers for academic content knowledge, and to meet State certification requirements that are consistent with title II of the Higher Education Act of 1965; and

“(C) providing professional development to teachers, including special education teachers and teachers of special-needs children, consistent with title II of the Higher Education Act of 1965.

“(2) RESTRICTION.—A local educational agency may use not more than a total of 15 percent of the funds received under this part for each of the fiscal years 2000 through 2003 to carry out activities described in subparagraphs (B) and (C) of paragraph (1), and may not use any funds received under this part for fiscal year 2004 or 2005 for those activities.

“(3) SPECIAL RULE.—A local educational agency that has already reduced class size in the early grades to 18 or fewer children may use funds received under this part—

“(A) to make further class-size reductions in grades 1 through 3;

“(B) to reduce class size in kindergarten or other grades; or

“(C) to carry out activities to improve teacher quality, including professional development activities.

“(c) SUPPLEMENT NOT SUPPLANT.—A local educational agency shall use funds under this part only to supplement, and not to supplant, State and local funds that, in the absence of such funds, would otherwise be spent for activities under this part.

“(d) PROHIBITION.—No funds made available under this part may be used to increase the salaries of or provide benefits to (other than participation in professional development and enrichment programs) teachers who are, or have been, employed by the local educational agency.

“(e) PROFESSIONAL DEVELOPMENT.—If a local educational agency uses funds made available under this part for professional development activities, the agency shall ensure the equitable participation of private nonprofit elementary and secondary schools in such activities. Section 6402 shall not apply to other activities under this section.

“(f) ADMINISTRATIVE EXPENSES.—A local educational agency that receives funds under this part may use not more than 3 percent of such funds for local administrative expenses.

“SEC. 6606. COST-SHARING REQUIREMENT.

(a) FEDERAL SHARE.—The Federal share of the cost of activities carried out under this part—

“(1) may be up to 100 percent in local educational agencies with child-poverty levels of 50 percent or greater; and

“(2) shall be no more than 65 percent for local educational agencies with child-poverty rates of less than 50 percent.

“(b) LOCAL SHARE.—A local educational agency shall provide the non-Federal share of a project under this part through cash expenditures from non-Federal sources, except that if an agency has allocated funds under section 1113(c) to one or more schoolwide programs under section 1114, it may use those funds for the non-Federal share of activities under this program that benefit those schoolwide programs, to the extent consistent with section 1120A(c) and notwithstanding section 1114(a)(3)(B).

“SEC. 6607. REQUEST FOR FUNDS.

“Each local educational agency that desires to receive funds under this part shall include in the application submitted under section 6303 a description of the agency's program under this part to reduce class size by hiring additional highly qualified teachers.

“SEC. 6608. REPORTS.

“(a) STATE.—Each State receiving funds under this part shall report on activities in the State under this section, consistent with section 6202(a)(2).

“(b) SCHOOL.—Each school receiving assistance under this part, or the local educational agency serving that school, shall produce an annual report to parents, the general public, and the State educational agency, in easily understandable language, regarding student achievement that is a result of hiring additional highly qualified teachers and reducing class size.”.

BINGAMAN AMENDMENT NO. 51

(Ordered to lie on the table.)

Mr. BINGAMAN submitted an amendment intended to be proposed by him to amendment No. 31 proposed by Mr. JEFFORDS to the bill, S. 280, supra; as follows:

At the end, add the following:

TITLE —DROPOUT PREVENTION AND STATE RESPONSIBILITIES

SEC. —01. SHORT TITLE.

This title may be cited as the “National Dropout Prevention Act of 1999”.

Subtitle A—Dropout Prevention

SEC. —11. DROPOUT PREVENTION.

Part C of title V of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7261 et seq.) is amended to read as follows:

“PART C—ASSISTANCE TO ADDRESS SCHOOL DROPOUT PROBLEMS

“Subpart 1—Coordinated National Strategy

“SEC. 5311. NATIONAL ACTIVITIES.

“(a) NATIONAL PRIORITY.—It shall be a national priority, for the 5-year period beginning on the date of enactment of the National Dropout Prevention Act of 1999, to lower the school dropout rate, and increase school completion, for middle school and secondary school students in accordance with Federal law. As part of this priority, all Federal agencies that carry out activities that serve students at risk of dropping out of school or that are intended to help address the school dropout problem shall make school dropout prevention a top priority in the agencies' funding priorities during the 5-year period.

“(b) ENHANCED DATA COLLECTION.—The Secretary shall collect systematic data on the participation of different racial and ethnic groups (including migrant and limited English proficient students) in all Federal programs.

“SEC. 5312. NATIONAL SCHOOL DROPOUT PREVENTION STRATEGY.

“(a) PLAN.—The Director shall develop, implement, and monitor an interagency plan (in this section referred to as the “plan”) to assess the coordination, use of resources, and availability of funding under Federal law that can be used to address school dropout prevention, or middle school or secondary school reentry. The plan shall be completed and transmitted to the Secretary and Congress not later than 180 days after the first Director is appointed.

“(b) COORDINATION.—The plan shall address inter- and intra-agency program coordination issues at the Federal level with respect

to school dropout prevention and middle school and secondary school reentry, assess the targeting of existing Federal services to students who are most at risk of dropping out of school, and the cost-effectiveness of various programs and approaches used to address school dropout prevention.

“(c) AVAILABLE RESOURCES.—The plan shall also describe the ways in which State and local agencies can implement effective school dropout prevention programs using funds from a variety of Federal programs, including the programs under title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) and the School-to-Work Opportunities Act of 1994 (20 U.S.C. 6101 et seq.).

“(d) SCOPE.—The plan will address all Federal programs with school dropout prevention or school reentry elements or objectives, programs under chapter 1 of subpart 2 of part A of title IV of the Higher Education Act of 1965 (20 U.S.C. 1070a–11 et seq.), title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.), the School-to-Work Opportunities Act of 1994 (20 U.S.C. 6101 et seq.), part B of title IV of the Job Training Partnership Act (29 U.S.C. 1691 et seq.), subtitle C of title I of the Workforce Investment Act of 1998 (29 U.S.C. 2881 et seq.), and other programs.

“SEC. 5313. NATIONAL CLEARINGHOUSE.

“Not later than 6 months after the date of enactment of the National Dropout Prevention Act of 1999, the Director shall establish a national clearinghouse on effective school dropout prevention, intervention and reentry programs. The clearinghouse shall be established through a competitive grant or contract awarded to an organization with a demonstrated capacity to provide technical assistance and disseminate information in the area of school dropout prevention, intervention, and reentry programs. The clearinghouse shall—

“(1) collect and disseminate to educators, parents, and policymakers information on research, effective programs, best practices, and available Federal resources with respect to school dropout prevention, intervention, and reentry programs, including dissemination by an electronically accessible database, a worldwide Web site, and a national journal; and

“(2) provide technical assistance regarding securing resources with respect to, and designing and implementing, effective and comprehensive school dropout prevention, intervention, and reentry programs.

“SEC. 5314. NATIONAL RECOGNITION PROGRAM.

“(a) IN GENERAL.—The Director shall carry out a national recognition program that recognizes schools that have made extraordinary progress in lowering school dropout rates under which a public middle school or secondary school from each State will be recognized. The Director shall use uniform national guidelines that are developed by the Director for the recognition program and shall recognize schools from nominations submitted by State educational agencies.

“(b) ELIGIBLE SCHOOLS.—The Director may recognize any public middle school or secondary school (including a charter school) that has implemented comprehensive reforms regarding the lowering of school dropout rates for all students at that school.

“(c) SUPPORT.—The Director may make monetary awards to schools recognized under this section, in amounts determined by the Director. Amounts received under this section shall be used for dissemination activities within the school district or nationally.

“Subpart 2—National School Dropout Prevention Initiative

“SEC. 5321. FINDINGS.

“Congress finds that, in order to lower dropout rates and raise academic achievement levels, improved and redesigned schools must—

“(1) challenge all children to attain their highest academic potential; and

“(2) ensure that all students have substantial and ongoing opportunities to—

“(A) achieve high levels of academic and technical skills;

“(B) prepare for college and careers;

“(C) learn by doing;

“(D) work with teachers in small schools within schools;

“(E) receive ongoing support from adult mentors;

“(F) access a wide variety of information about careers and postsecondary education and training;

“(G) use technology to enhance and motivate learning; and

“(H) benefit from strong links among middle schools, secondary schools, and postsecondary institutions.

“SEC. 5322. PROGRAM AUTHORIZED.

“(a) ALLOTMENTS TO STATES.—

“(1) IN GENERAL.—From the sum made available under section 5332(b) for a fiscal year the Secretary shall make an allotment to each State in an amount that bears the same relation to the sum as the amount the State received under title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) for the preceding fiscal year bears to the amount received by all States under such title for the preceding fiscal year.

“(2) DEFINITION OF STATE.—In this subpart, the term “State” means each of the several States of the United States, the District of Columbia, the Commonwealth of Puerto Rico, the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, the Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau.

“(b) GRANTS.—From amounts made available to a State under subsection (a), the State educational agency may award grants to public middle schools or secondary schools, that have school dropout rates which are in the highest 1/3 of all school dropout rates in the State, to enable the schools to pay only the startup and implementation costs of effective, sustainable, coordinated, and whole school dropout prevention programs that involve activities such as—

“(1) professional development;

“(2) obtaining curricular materials;

“(3) release time for professional staff;

“(4) planning and research;

“(5) remedial education;

“(6) reduction in pupil-to-teacher ratios;

“(7) efforts to meet State student achievement standards; and

“(8) counseling for at-risk students.

“(b) INTENT OF CONGRESS.—It is the intent of Congress that the activities started or implemented under subsection (a) shall be continued with funding provided under part A of title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311 et seq.).

“(c) AMOUNT.—

“(1) IN GENERAL.—Subject to subsection (d) and except as provided in paragraph (2), a grant under this subpart shall be awarded—

“(A) in the first year that a school receives a grant payment under this subpart, in an amount that is not less than \$50,000 and not more than \$100,000, based on factors such as—

“(i) school size;

“(ii) costs of the model being implemented; and

“(iii) local cost factors such as poverty rates;

“(B) in the second such year, in an amount that is not less than 75 percent of the amount the school received under this subpart in the first such year;

“(C) in the third year, in an amount that is not less than 50 percent of the amount the school received under this subpart in the first such year; and

“(D) in each succeeding year in an amount that is not less than 30 percent of the amount the school received under this subpart in the first such year.

“(2) INCREASES.—The Director shall increase the amount awarded to a school under this subpart by 10 percent if the school creates smaller learning communities within the school and the creation is certified by the State educational agency.

“(d) DURATION.—A grant under this subpart shall be awarded for a period of 3 years, and may be continued for a period of 2 additional years if the State educational agency determines, based on the annual reports described in section 5328(a), that significant progress has been made in lowering the school dropout rate for students participating in the program assisted under this subpart compared to students at similar schools who are not participating in the program.

“SEC. 5323. STRATEGIES AND ALLOWABLE MODELS.

“(a) STRATEGIES.—Each school receiving a grant under this subpart shall implement research-based, sustainable, and widely replicated, strategies for school dropout prevention and reentry that address the needs of an entire school population rather than a subset of students. The strategies may include—

“(1) specific strategies for targeted purposes; and

“(2) approaches such as breaking larger schools down into smaller learning communities and other comprehensive reform approaches, developing clear linkages to career skills and employment, and addressing specific gatekeeper hurdles that often limit student retention and academic success.

“(b) ALLOWABLE MODELS.—The Director shall annually establish and publish in the Federal Register the principles, criteria, models, and other parameters regarding the types of effective, proven program models that are allowed to be used under this subpart, based on existing research.

“(c) CAPACITY BUILDING.—

“(1) IN GENERAL.—The Director, through a contract with a non-Federal entity, shall conduct a capacity building and design initiative in order to increase the types of proven strategies for dropout prevention on a schoolwide level.

“(2) NUMBER AND DURATION.—

“(A) NUMBER.—The Director shall award not more than 5 contracts under this subsection.

“(B) DURATION.—The Director shall award a contract under this section for a period of not more than 5 years.

“(d) SUPPORT FOR EXISTING REFORM NETWORKS.—

“(1) IN GENERAL.—The Director shall provide appropriate support to eligible entities to enable the eligible entities to provide training, materials, development, and staff assistance to schools assisted under this subpart.

“(2) DEFINITION OF ELIGIBLE ENTITY.—The term ‘eligible entity’ means an entity that, prior to the date of enactment of the National Dropout Prevention Act of 1999—

“(A) provided training, technical assistance, and materials to 100 or more elementary schools or secondary schools; and

“(B) developed and published a specific educational program or design for use by the schools.

“SEC. 5324. SELECTION OF SCHOOLS.

“(a) SCHOOL APPLICATION.—

“(1) IN GENERAL.—Each school desiring a grant under this subpart shall submit an application to the State educational agency at such time, in such manner, and accompanied by such information as the State educational agency may require.

“(2) CONTENTS.—Each application submitted under paragraph (1) shall—

“(A) contain a certification from the local educational agency serving the school that—

“(i) the school has the highest number or rates of school dropouts in the age group served by the local educational agency;

“(ii) the local educational agency is committed to providing ongoing operational support, for the school’s comprehensive reform plan to address the problem of school dropouts, for a period of 5 years; and

“(iii) the local educational agency will support the plan, including—

“(I) release time for teacher training;

“(II) efforts to coordinate activities for feeder schools; and

“(III) encouraging other schools served by the local educational agency to participate in the plan;

“(B) demonstrate that the faculty and administration of the school have agreed to apply for assistance under this subpart, and provide evidence of the school’s willingness and ability to use the funds under this subpart, including providing an assurance of the support of 80 percent or more of the professional staff at the school;

“(C) describe the instructional strategies to be implemented, how the strategies will serve all students, and the effectiveness of the strategies;

“(D) describe a budget and timeline for implementing the strategies;

“(E) contain evidence of interaction with an eligible entity described in section 5323(d)(2);

“(F) contain evidence of coordination with existing resources;

“(G) provide an assurance that funds provided under this subpart will supplement and not supplant other Federal, State, and local funds;

“(H) describe how the activities to be assisted conform with an allowable model described in section 5323(b); and

“(I) demonstrate that the school and local educational agency have agreed to conduct a schoolwide program under 1114.

“(b) STATE AGENCY REVIEW AND AWARD.—The State educational agency shall review applications and award grants to schools under subsection (a) according to a review by a panel of experts on school dropout prevention.

“(c) CRITERIA.—The Director shall establish clear and specific selection criteria for awarding grants to schools under this subpart. Such criteria shall be based on school dropout rates and other relevant factors for State educational agencies to use in determining the number of grants to award and the type of schools to be awarded grants.

“(d) ELIGIBILITY.—

“(1) IN GENERAL.—A school is eligible to receive a grant under this subpart if the school is—

“(A) a public school—

“(i) that is eligible to receive assistance under part A of title I of the Elementary and

Secondary Education Act of 1965 (20 U.S.C. 6311 et seq.), including a comprehensive secondary school, a vocational or technical secondary school, and a charter school; and

“(ii)(I) that serves students 50 percent or more of whom are low-income individuals; or

“(II) with respect to which the feeder schools that provide the majority of the incoming students to the school serve students 50 percent or more of whom are low-income individuals; or

“(B) is participating in a schoolwide program under section 1114 during the grant period.

“(2) OTHER SCHOOLS.—A private or parochial school, an alternative school, or a school within a school, is not eligible to receive a grant under this subpart, but an alternative school or school within a school may be served under this subpart as part of a whole school reform effort within an entire school building.

“(e) COMMUNITY-BASED ORGANIZATIONS.—A school that receives a grant under this subpart may use the grant funds to secure necessary services from a community-based organization, including private sector entities, if—

“(1) the school approves the use;

“(2) the funds are used to provide school dropout prevention and reentry activities related to schoolwide efforts; and

“(3) the community-based organization has demonstrated the organization’s ability to provide effective services as described in section 107(a) of the Job Training Partnership Act (29 U.S.C. 1517(a)), or section 122 of the Workforce Investment Act of 1998 (29 U.S.C. 2842).

“(f) COORDINATION.—Each school that receives a grant under this subpart shall coordinate the activities assisted under this subpart with other Federal programs, such as programs assisted under chapter 1 of subpart 2 of part A of title IV of the Higher Education Act of 1965 (20 U.S.C. 1070a–11 et seq.) and the School-to-Work Opportunities Act of 1994 (20 U.S.C. 6101 et seq.).

“SEC. 5325. DISSEMINATION ACTIVITIES.

“Each school that receives a grant under this subpart shall provide information and technical assistance to other schools within the school district, including presentations, document-sharing, and joint staff development.

“SEC. 5326. PROGRESS INCENTIVES.

“Notwithstanding any other provision of law, each local educational agency that receives funds under title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) shall use such funding to provide assistance to schools served by the agency that have not made progress toward lowering school dropout rates after receiving assistance under this subpart for 2 fiscal years.

“SEC. 5327. SCHOOL DROPOUT RATE CALCULATION.

“For purposes of calculating a school dropout rate under this subpart, a school shall use—

“(1) the annual event school dropout rate for students leaving a school in a single year determined in accordance with the National Center for Education Statistics’ Common Core of Data, if available; or

“(2) in other cases, a standard method for calculating the school dropout rate as determined by the State educational agency.

“SEC. 5328. REPORTING AND ACCOUNTABILITY.

“(a) REPORTING.—In order to receive funding under this subpart for a fiscal year after the first fiscal year a school receives funding under this subpart, the school shall provide,

on an annual basis, to the Director a report regarding the status of the implementation of activities funded under this subpart, the disaggregated outcome data for students at schools assisted under this subpart such as dropout rates, and certification of progress from the eligible entity whose strategies the school is implementing.

“(b) ACCOUNTABILITY.—On the basis of the reports submitted under subsection (a), the Director shall evaluate the effect of the activities assisted under this subpart on school dropout prevention compared to a control group.

“SEC. 5329. PROHIBITION ON TRACKING.

“(a) IN GENERAL.—A school shall be ineligible to receive funding under this subpart for a fiscal year, if the school—

“(1) has in place a general education track;

“(2) provides courses with significantly different material and requirements to students at the same grade level; or

“(3) fails to encourage all students to take a core curriculum of courses.

“(b) REGULATIONS.—The Secretary shall promulgate regulations implementing subsection (a).

“Subpart 3—Definitions; Authorization of Appropriations

“SEC. 5331. DEFINITIONS.

“In this Act:

“(1) DIRECTOR.—The term “Director” means the Director of the Office of Dropout Prevention and Program Completion established under section 220 of the General Education Provisions Act.

“(2) LOW-INCOME.—The term “low-income”, used with respect to an individual, means an individual determined to be low-income in accordance with measures described in section 1113(a)(5) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6313(a)(5)).

“(3) SCHOOL DROPOUT.—The term “school dropout” has the meaning given the term in section 4(17) of the School-to-Work Opportunities Act of 1994 (20 U.S.C. 6103(17)).

“SEC. 5332. AUTHORIZATION OF APPROPRIATIONS.

“(a) SUBPART 1.—There are authorized to be appropriated to carry out subpart 1, \$5,000,000 for fiscal year 2000 and such sums as may be necessary for each of the 4 succeeding fiscal years.

“(b) SUBPART 2.—There are authorized to be appropriated to carry out subpart 2, \$145,000,000 for fiscal year 2000 and such sums as may be necessary for each of the 4 succeeding fiscal years, of which—

“(1) \$125,000,000 shall be available to carry out section 5322; and

“(2) \$20,000,000 shall be available to carry out section 5323.”

SEC. 12. OFFICE OF DROPOUT PREVENTION AND PROGRAM COMPLETION.

Title II of the Department of Education Organization Act (20 U.S.C. 3411) is amended—

(1) by redesignating section 216 (as added by Public Law 103–227) as section 218; and

(2) by adding at the end the following:

“OFFICE OF DROPOUT PREVENTION AND PROGRAM COMPLETION

“SEC. 220. (a) ESTABLISHMENT.—There shall be in the Department of Education an Office of Dropout Prevention and Program Completion (hereafter in this section referred to as the ‘Office’), to be administered by the Director of the Office of Dropout Prevention and Program Completion. The Director of the Office shall report directly to the Secretary and shall perform such additional functions as the Secretary may prescribe.

“(b) DUTIES.—The Director of the Office of Dropout Prevention and Program Completion (hereafter in this section referred to as the ‘Director’), through the Office, shall—

“(1) help coordinate Federal, State, and local efforts to lower school dropout rates and increase program completion by middle school, secondary school, and college students;

“(2) recommend Federal policies, objectives, and priorities to lower school dropout rates and increase program completion;

“(3) oversee the implementation of subpart 2 of part C of title V of the Elementary and Secondary Education Act of 1965;

“(4) develop and implement the National School Dropout Prevention Strategy under section 5312 of the Elementary and Secondary Education Act of 1965;

“(5) annually prepare and submit to Congress and the Secretary a national report describing efforts and recommended actions regarding school dropout prevention and program completion;

“(6) recommend action to the Secretary and the President, as appropriate, regarding school dropout prevention and program completion; and

“(7) consult with and assist State and local governments regarding school dropout prevention and program completion.

“(c) SCOPE OF DUTIES.—The scope of the Director’s duties under subsection (b) shall include examination of all Federal and non-Federal efforts related to—

“(1) promoting program completion for children attending middle school or secondary school;

“(2) programs to obtain a secondary school diploma or its recognized equivalent (including general equivalency diploma (GED) programs), or college degree programs; and

“(3) reentry programs for individuals aged 12 to 24 who are out of school.

“(d) DETAILING.—In carrying out the Director’s duties under this section, the Director may request the head of any Federal department or agency to detail personnel who are engaged in school dropout prevention activities to another Federal department or agency in order to implement the National School Dropout Prevention Strategy.”.

Subtitle B—State Responsibilities

SEC. 21. STATE RESPONSIBILITIES.

Title XIV of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801 et seq.) is amended by adding at the end the following:

“PART I—DROPOUT PREVENTION

“SEC. 14851. DROPOUT PREVENTION.

“In order to receive any assistance under this Act, a State educational agency shall comply with the following provisions regarding school dropouts:

“(1) UNIFORM DATA COLLECTION.—Within 1 year after the date of enactment of the National Dropout Prevention Act of 1999, a State educational agency shall report to the Secretary and statewide, all school district and school data regarding school dropout rates in the State, and demographic breakdowns, according to procedures that conform with the National Center for Education Statistics’ Common Core of Data.

“(2) ATTENDANCE-NEUTRAL FUNDING POLICIES.—Within 2 years after the date of enactment of the National Dropout Prevention Act of 1999, a State educational agency shall develop and implement education funding formula policies for public schools that provide appropriate incentives to retain students in school throughout the school year, such as—

“(A) a student count methodology that does not determine annual budgets based on attendance on a single day early in the academic year; and

“(B) specific incentives for retaining enrolled students throughout each year.

“(3) SUSPENSION AND EXPULSION POLICIES.—Within 2 years after the date of enactment of the National Dropout Prevention Act of 1998, a State educational agency shall develop uniform, long-term suspension and expulsion policies for serious infractions resulting in more than 10 days of exclusion from school per academic year so that similar violations result in similar penalties.”.

AUTHORITY FOR COMMITTEES TO MEET

COMMITTEE ON ARMED SERVICES

Mr. JEFFORDS. Mr. President, I ask unanimous consent that the Committee on Armed Services Subcommittee on Emerging Threats and Capabilities be authorized to meet at 9:30 a.m. on Friday, March 5, 1999, in open session, to receive testimony on emerging threats to vital U.S. national security interests.

The PRESIDING OFFICER. Without objection, it is so ordered.

SPECIAL COMMITTEE ON THE YEAR 2000 TECHNOLOGY PROBLEM

Mr. JEFFORDS. Mr. President, I ask unanimous consent that the Special Committee on the Year 2000 Technology Problem be permitted to meet on March 5, 1999, at 9:30 a.m. for the purpose of conducting a hearing.

The PRESIDING OFFICER. Without objection, it is so ordered.

ADDITIONAL STATEMENTS

CROP INSURANCE FOR THE 21ST CENTURY ACT

• Mr. BURNS. Mr. President I rise today as one of the proud cosponsors of S. 529, Crop Insurance for the 21st Century Act. This issue has been at the forefront of reform for American agriculture this session.

The language offered today will bring about much-needed changes in the area of risk management for farmers and ranchers. Maintaining an effective farm income safety net is paramount to the survival of agriculture. I believe an effective crop insurance program will provide farmers and ranchers greater possibilities for economic sustainability in the future and help them out of the current financial crisis.

A truly effective crop insurance plan involves simply three things: private insurance, the federal government and the farmer or rancher. The federal government can help facilitate a program to unite the producer and the private insurance company. Privatization with government intervention will ultimately put the control in the hands of the agricultural producer. With a risk management plan, bankers are also

more likely to finance producers if they have both their commodity and their price covered, with a reliable insurance program.

This bill will render relief to the inadequacies of the current program. All agricultural producers are painfully aware of the problems with the current crop insurance program. Unaffordable premiums are the primary stumbling block for producers. In years of depressed market prices, crop insurance, though badly needed, is simply unaffordable for farmers and ranchers. Other problems prevalent in the current program are inequalities in rating structure and the issue of unfair coverage given to multiple year disasters.

This bill inverts the current subsidy formula, in order to provide the highest levels of subsidies to producers at the highest levels of buy-up coverage, and thus alleviate the unaffordable premiums. It also allows for the revenue policies to be fully subsidized.

This bill also removes the exclusion for livestock in the current crop insurance program. For Montana, which derived \$991 million from livestock sales in 1996-97 this exclusion is extremely important. Of course, the choice will remain up to the livestock producer whether they wish to purchase a policy. It is important however, that they are given the option. With several years of depressed market prices, livestock producers can no longer remain in business without assistance.

This bill will also ultimately put more control in the hands of active producers. It restructures the Federal Crop Insurance board of directors to include two active producers; one in crop insurance, and one in reinsurance. The board would also include the Under Secretary for Farm and Foreign Agricultural Services, the Under Secretary for Rural Development and the Chief Economist of USDA. In addition, it mandates that the Board Chairperson be one of the non-governmental members. These are important steps to ensure that the new program is run for the producers by the producers.

A larger step towards private enterprise is the initiation of a flexible subsidy pilot program for the private sector to compete on rates and delivery expenses. I believe this will ultimately put the accountability factor on the companies carrying the policies. Much like auto insurance, health or medical insurance, companies will be forced to compete for agricultural producers business, in effect lowering premiums further.

This bill is an important tool to reform the current crop insurance program into a risk management program, designed to help the producer in the long-term. It is vital to find a solution to provide a way for farmers and ranchers to stay in agriculture. They must be able to continue to produce and distribute the world’s safest food supply at a profitable margin.